Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Third Grade Module 3: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 3: Mid-Module Assessment** | | | | | | |
| **Domain** | | | **Standards** | | | |
| Question | Operations and Algebraic Thinking | | | 3.OA.3 | 3.OA.4 | 3.OA.5 | 3.OA.9 |
| 1 | 1 2 3 4 | | | X | X |  |  |
| 2 | 1 2 3 4 | | | X | X |  |  |
| 3 | 1 2 3 4 | | |  |  | X |  |
| 4 | 1 2 3 4 | | | X | X | X | X |
|  | | |  |  |  |
| Domain  Score | Operations and Algebraic Thinking | | |  | |
| Total Points |  | | |
| Level | 4 | 14-16 points | |
| 3 | 10-13 points | |
| 2 | 6-9 points | |
| 1 | 4-5 points | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Third Grade Module 3: Mid-Module Assessment Task Score Sheet (continued)**

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| Mid- Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| Represent and solve problems involving multiplication and division.  **3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.(See Glossary, Table 2.)  **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.  *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = \_ ÷ 3, 6 × 6 = ?.*  Understand properties of multiplication and the relationship between multiplication and division.  **3.OA.5** Apply properties of operations as strategies to multiply and divide.(Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*  Solve problems involving the four operations, and identify and explain patterns in arithmetic.  **3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* |